MI Access

Michigan's Alternate Assessment Program

Functional Independence

Mathematics

Official Released Items

Grade 6

Fall 2005
Official Released Items

The Functional Independence Mathematics Assessments for grades 3 through 8 were administered for the first time in fall 2005. Beginning with this administration, the Office of Educational Assessment and Accountability (OEAA) will release a portion of the items that were administered in each grade each year. This booklet contains released items from the fall 2005 administration and is intended to be used by districts to assist in their interpretation of item analysis data. The information contained in this booklet may also be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. In addition to MI-Access training materials and Extended Grade Level Content Expectations (EGLCE), the released items may also have utility in informing decisions related to instruction, curriculum, and assessment. These items are **not** secure and may be copied and distributed as needed.

The table below lists the number of core and released items from the fall 2005 assessment booklets. Core items are those that count toward students' scores. All released items in this booklet were selected from the pool of core items that appeared on the assessment.

Functional Independence - Mathematics

Mathematics Strand	Number of Core Items
Numbers and Operations	18
Measurement	12
Geometry	2
Data and Probability	3
Total Core Items/Points	**35**
Released Items	**10** **(Numbers vary by strand and topic.)**

> **DIRECTIONS**: Read each question. Choose the **BEST** answer for each question.

R1   The chart shows how many students can ride in different numbers of buses.
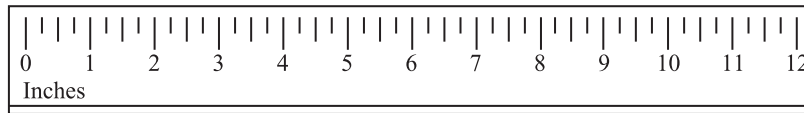
Student Buses

Number of Buses	Number of Students
1	20
2	40
3	60
4	?

How many students can ride in 4 buses?

A   20

B   80

C   120

R2   Which measuring tool can be used to weigh bananas?
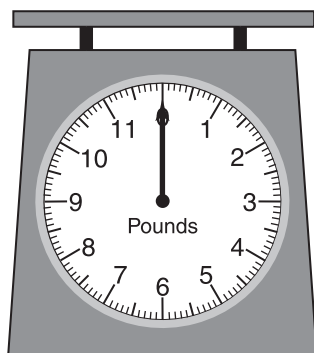
A

B

C

R3   Francine wants to measure the height of her desk.

What units could she use?

A   quarts

B   inches

C   minutes

Use the picture below to answer question **R4**.

R4   What is to the **right** of the cup?

A   the book

B   the can

C   the lamp

R5   How much is one quarter worth?

    A   5¢

    B   10¢

    C   25¢

Use the chart below to answer question **R6**.

Animals in Pet Store

Cats	
Dogs	
Fish	

R6   How many cats and dogs are there **altogether**?

A   7

B   5

C   4

R7   Frank drew stars on a piece of paper.

How many stars did Frank draw?

A   8

B   5

C   4

R8   Which expression is equal to 15?

A   18 − 2

B   19 − 4

C   20 − 6

R9 What number is added to get the next number in the pattern below?

23, 24, 25, 26, 27

A 2

B 1

C 0

R10 Brad bought 4 cookies for $1.

How many cookies could he buy with $3?

A 4

B 7

C 12

STOP

Do Not Continue.

STOP

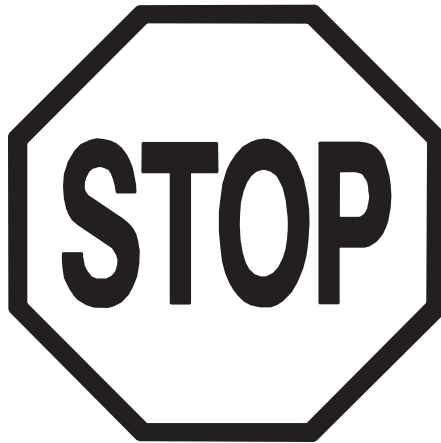**Do not continue until instructed to do so.**

Below is a list of the Extended Grade Level Content Expectations (EGLCE) for each released item found in this booklet. The chart contains the EGLCE code, a brief description of what is measured, and the correct answer for each released item.
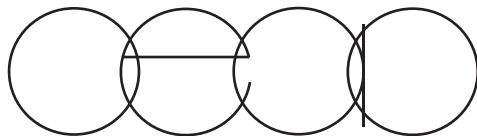
Because the assessment was administered during the **fall** of the school year, only content from the *previous* grade level was measured on the assessment. For example, items eligible for the Grade 6 assessment will measure Grade 5 EGLCE.

Full descriptions of the EGLCE contained in the chart below are available for review and download at **www.mi.gov/mi-access**.

Released Item Number	EGLCE Code	STRAND or Abbreviated Extended GLCE Descriptor	Answer Key
		DATA AND PROBABILITY	
R6	D.RE.05.EG01	Read data	A
		GEOMETRY	
R4	G.LO.05.EG02	Use relative position of objects on a plane and in space	B
		MEASUREMENT	
R2	M.UN.05.EG01	Use standard tools for measurement	C
R3	M.UN.05.EG02	Select appropriate units of measure	B
R5	M.UN.05.EG09	Identify and use different coins and bills	C
		NUMBERS AND OPERATIONS	
R7	N.ME.05.EG01	Read, write and count whole numbers to 10,000	A
R8	N.ME.05.EG02	Recognize representations for whole numbers to 10,000	B
R1	N.MR.05.EG09	Create, describe, and extend simple number patterns	B
R9	N.MR.05.EG10	Explain number patterns	B
R10	N.MR.05.EG15	Select numbers to solve problems	C

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